



State of Texas Assessments of Academic Readiness (STAAR™) Performance Level Descriptors Grade 5 Reading

Performance Level Descriptors

When reading texts of increasing complexity,* students achieving Level III: Advanced Academic Performance can

- Analyze how the author's use of imagery and figurative language contributes to meaning
- Analyze how the author structures and develops informational texts to support the main idea and achieve the intended purpose
- Make complex inferences within and between literary and informational texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Level II: Satisfactory Academic Performance can

- Determine the meaning of unfamiliar, multiple-meaning, and grade-level academic English words using context and roots and affixes
- Recognize how the author's use of sensory details, imagery, and figurative language contributes to meaning
- Analyze a variety of literary texts by identifying the theme or lesson, describing events that advance the plot, determining the roles and functions of characters, and recognizing how structural elements contribute to meaning
- Demonstrate an understanding of informational texts by identifying the author's purpose and viewpoint, summarizing the text in ways that maintain meaning, recognizing how different organizational patterns influence the relationships among ideas, and using multiple text features to locate information and gain an overview of the content
- Recognize the logical connections and thematic links between texts representing similar or different genres
- Make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Level I: Unsatisfactory Academic Performance can

- Determine the meaning of unfamiliar words using explicit context
- Demonstrate a literal understanding of literary and informational texts
- Make plausible inferences about literary and expository texts

* Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structures may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas.